



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2011-2012: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2012-2013 NCLB Report Card

School: Morse High School

SAU: RSU 01 - LKRSU

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2012-2013 NCLB Report Card



School: Morse High School
SAU: RSU 01 - LKRSU
Grade: High School



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	166	161	97	59	59	50	6	53	24	17	157	4	0
	2011-2012	146	139	95	37	38	47	7	29	36	27	138	1	0
Female	2010-2011	89	85	96	68	68	54	9	59	18	14			
	2011-2012	70	66	94	38	39	51	5	33	38	24			
Male	2010-2011	77	76	99	49	49	46	3	46	32	20			
	2011-2012	76	73	96	36	36	43	10	26	34	30			
Caucasian/White	2010-2011	160	155	97	59	59	51	6	54	24	17			
	2011-2012	136	129	95	38	39	48	7	31	35	27			
African American/Black	2010-2011	2	2	100			23							
	2011-2012	5	5	100			28							
Hispanic	2010-2011	2	2	100			45							
	2011-2012	3	3	100			30							
Asian or Pacific Islander	2010-2011	2	2	100			51							
	2011-2012	2	2	100			48							
American Indian or Native Alaskan	2010-2011	0	0				35							
	2011-2012	0	0				35							
Economically Disadvantaged	2010-2011	46	41	89	46	46	34	<1	46	34	20			
	2011-2012	56	51	91	29	29	31	<1	29	31	39			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	16	15	94	40	38	17	<1	40	27	33			
	2011-2012	18	17	94	<1	<1	16	<1	<1	24	76			
Limited English Proficient	2010-2011	0	0				9							
	2011-2012	4	4	100			13							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2012-2013 NCLB Report Card



School: Morse High School
SAU: RSU 01 - LKRSU
Grade: High School



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	166	161	97	48	48	49	2	47	30	21	157	4
	2011-2012	146	139	95	39	39	47	4	35	32	29	138	1
Female	2010-2011	89	85	96	45	45	47	1	44	33	22		
	2011-2012	70	66	94	38	39	46	2	36	29	33		
Male	2010-2011	77	76	99	53	53	51	3	50	28	20		
	2011-2012	76	73	96	40	39	47	5	34	36	25		
Caucasian/White	2010-2011	160	155	97	50	50	50	2	48	29	21		
	2011-2012	136	129	95	40	40	48	4	36	32	29		
African American/Black	2010-2011	2	2	100			21						
	2011-2012	5	5	100			21						
Hispanic	2010-2011	2	2	100			36						
	2011-2012	3	3	100			32						
Asian or Pacific Islander	2010-2011	2	2	100			62						
	2011-2012	2	2	100			55						
American Indian or Native Alaskan	2010-2011	0	0				32						
	2011-2012	0	0				33						
Economically Disadvantaged	2010-2011	46	41	89	20	20	31	<1	20	46	34		
	2011-2012	56	51	91	25	25	30	2	24	33	41		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	16	15	94	33	31	15	<1	33	27	40		
	2011-2012	18	17	94	6	6	15	<1	6	12	82		
Limited English Proficient	2010-2011	0	0				17						
	2011-2012	4	4	100			15						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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School: Morse High School
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Grade: High School



Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	166	164	99	45	45	44	2	43	28	27	160	4
	2011-2012	146	140	96	38	39	44	5	33	28	34	139	1
Female	2010-2011	89	87	98	43	43	40	2	40	31	26		
	2011-2012	70	67	96	25	26	40	1	24	34	40		
Male	2010-2011	77	77	100	47	47	48	1	45	25	29		
	2011-2012	76	73	96	49	50	49	8	41	22	29		
Caucasian/White	2010-2011	160	158	99	45	45	45	2	43	27	28		
	2011-2012	136	130	96	39	40	45	5	34	27	34		
African American/Black	2010-2011	2	2	100			19						
	2011-2012	5	5	100			20						
Hispanic	2010-2011	2	2	100			37						
	2011-2012	3	3	100			32						
Asian or Pacific Islander	2010-2011	2	2	100			49						
	2011-2012	2	2	100			45						
American Indian or Native Alaskan	2010-2011	0	0				26						
	2011-2012	0	0				34						
Economically Disadvantaged	2010-2011	46	45	98	20	20	29	<1	20	38	42		
	2011-2012	56	53	95	26	26	30	4	23	26	47		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	16	16	100	19	18	14	<1	19	25	56		
	2011-2012	18	17	94	12	12	16	<1	12	<1	88		
Limited English Proficient	2010-2011	0	0				10						
	2011-2012	4	4	100			10						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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School: Morse High School
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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	95	95	96	49	49	48	95	95	96	45	45	48	79	79	84
Caucasian/White	95	95	96	50	50	49	95	95	96	46	46	49	78	78	84
African American/Black	*	*	94	*	*	26	*	*	93	*	*	21	100	100	77
Hispanic	*	*	95	*	*	37	*	*	96	*	*	34	100	100	87
Asian or Pacific Islander	*	*	94	*	*	50	*	*	94	*	*	58	100	100	91
American Indian or Native Alaskan	*	*	94	*	*	35	*	*	94	*	*	32	0	0	82
Economically Disadvantaged	91	91	94	37	37	33	91	91	94	22	22	31	71	71	73
Students with Disabilities	*	*	90	19	18	17	*	*	90	19	18	15	53	53	78
Limited English Proficient	*	*	92	*	*	11	*	*	93	*	*	15	100	100	78

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

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School: Morse High School
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Maine Teacher Quality Data

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	10	10	15	1	7	1

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2012	5

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	5.47

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.